
Communication, Health, & Organizing

COM 691

Spring 2020 | Thursdays | 3:00 PM – 5:45 PM

Stauffer A | Room: 431

Professor: Dr. Alaina C. Zanin
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Office: Stauffer Hall 434A
Office Hours: Tuesdays and Thursdays 9:30-11:00 p.m.
and by appointment (please schedule via email)

Course Overview and Goals

The course examines theory and research at the intersections of health communication and organizational communication. We will conduct in-depth examinations of important areas of research such as coping with stress and burnout in the health professions, health activism, and risk and crisis communication. For each area of research, our explorations will take us to foundational works as well as more recent and promising work. The course is designed to benefit the graduate student who wants to gain mastery of this area of inquiry for the purpose of conducting original research.

Required Texts:

Class readings (articles and book chapters), which will be posted to the course's Canvas website.

In addition, for certain dates/topics, students will select an additional reading of their own choice to bring to class. Those readings should be recent articles—2016 or newer, and probably studies rather than review articles. They should not be articles read for another class.

Suggested Texts:

Publication Manual of the American Psychological Association (7th Ed.)

Objectives:

At the conclusion of the course, students will:

- Have familiarity and comfort with the different theoretical assumptions undergirding research in the area.
- Have knowledge of theories and theoretical perspectives drawn upon in the area.
- Have knowledge of major areas/lines of research activity in the area.
- Demonstrate their ability to synthesize articles and works constituting an area/line of research and the related ability to communicate such aptitude orally and/or in writing.
- Demonstrate their ability to write a conference paper relevant to this area of research.

Course Specific Policies and Procedures

Course policies and procedures are implemented and enforced to ensure quality of education and fairness. It is your responsibility as a student to be familiar and comply with each policy.

- **Student Responsibilities:**

Beyond your assignments, you have three core responsibilities in this course: You must **read** all assigned materials, **reflect** on what you have read, and **participate** in class activities and

discussions. Learning is an *active* process. To learn effectively, each of us must be willing to read assignments in advance, reflect on our ideas, and take risks by expressing our thoughts.

- **Courtesy and Classroom Climate:**

Inside and outside our classroom, you will most likely meet individuals whose beliefs and ways of life differ greatly from yours. Being exposed to new ideas is an integral part of university life, not to mention your life beyond ASU. Maintaining a positive classroom climate is essential, especially in a communication class in which students will be encouraged to share their experiences and “sensitive” topics may be discussed. The expectation is that you are respectful of the professor and of your classmates, even if you do not agree with the comments made. Please avoid using sexist, racist, and homophobic language in your writing and speaking; it will not be tolerated in this environment. Students are required to adhere to the behavior standards listed in the Arizona Board of Regents Policy Manual Chapter V – Campus and Student Affairs: Code of Conduct (<http://students.asu.edu/srr/code>). A professor may withdraw a student from a course when the student’s behavior disrupts the educational process under USI 201-10 (<http://www.asu.edu/aad/manuals/usi/usi201-10.html>).

- **Course Communication:**

My primary means of contact and communication for this course will be ASU Student Email and our CANVAS course page. Therefore, it is important that you check both regularly. Email is the best way to reach me when necessary. My personal email policy is to respond to all email correspondence from students within one business day.

- **Course Concerns:**

If for any reason you find that you are in grade trouble, or if you have any questions or concerns about your performance in the course, please consult Dr. Zanin.

University Policies and Procedures

- **Academic Integrity Policy:**

Plagiarism is intentionally or unintentionally using another’s work (including wording, phrases, or original ideas) without giving the person proper credit. This includes representing anyone else’s words as your own. Exact words can be used ONLY in direct quotes, clearly presented as such.

Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, or allowing another student to copy your work, and possession of unauthorized materials during an examination.

If you have turned the work in for another class, it is considered self-plagiarism and violates University policy. Even within this course, each assignment must be a new paper; you may not duplicate material across assignments.

Professors who find compelling evidence of academic dishonesty will actively pursue one or more of the following actions: Assigning a grade of XE (“failure through academic dishonesty”) to the student, advocating the suspension or expulsion of the student from the C College, and/or referring the student to Student Judicial Affairs. If a student who is charged with academic dishonesty is found to be in violation, then one or more of these disciplinary actions will be taken. For further information, please read the Student Academic Integrity policy and the code of conduct for Arizona State University: <http://provost.asu.edu/academicintegrity>.

- **Student Safety & Equity Policy:**

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at <http://sexualviolenceprevention.asu.edu/faqs/students>. As a mandated reporter, I am obligated to report any information I become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. ASU Counseling Services, <https://eoss.asu.edu/counseling>, is available if you wish discuss any concerns confidentially and privately.

- **Disability Accommodation:**

Students needing accommodations in this course due to disabilities must be registered with the Disability Resource Center (DRC) before requesting accommodations. Please contact me at the beginning of the semester, as I will work with you to make the necessary arrangements and accommodations. The DRC is located on the first floor of Matthew's Center. They can be contacted at <http://www.asu.edu/studentaffairs/ed/drc/>. They can also be contacted at 480-965-1234 (voice)/480-965-9000 (TDD).

- **Technology in the Classroom**

Laptops are permitted for academic purposes. If you use a laptop during class, please note:

- be prepared for me to monitor your use
- accept moments when you are requested to put away electronic devices
- I reserve the right to override electronic use at any time

- **Cell Phone Policy:**

As a member of the Arizona State University's learning community, each student has a responsibility to other students who are members of the community. When cell phones ring and students respond in class or leave class to respond, it disrupts the class. All such devices must be turned off or put in a silent (vibrate) mode and ordinarily should not be taken out during class. Be prepared to be asked to leave class if you are using your cell phone during our short time together during a non-emergency situation. Other exceptions to this policy may be granted at the discretion of the professor.

Assignments and Grade Distribution:

Grades will be assigned using a standard point-based system (i.e., 1000 pts. Total). Evaluations of your progress throughout the semester will be made on the following basis:

Participation:	110
Article Summaries:	190 (20 @ 10 pts. each)
2 Short Writes:	300 (150 each)
<u>Research Proposal:</u>	400
Rationale:	50
RQ/H:	50
Final:	300

1. **Course Participation** Active engagement with course materials is critical to learning. Ask thoughtful questions; You are expected to be actively involved in participate in the discussion each class period. This includes making comments, asking questions, providing examples, etc. These should demonstrate that you have completed the assigned readings and are willing to share appropriate personal experiences about healthcare organizations. If you need to miss class please see Dr. Zanin (preferably prior to class) as to how to make up course participation points by completing additional article summaries.
2. **Summaries:** For one required article each week (except for last 2 weeks), write a brief summary of its key concepts to demonstrate your understanding of the article. In addition, for any days when you select your own additional reading, write a second summary of that article. For those weeks, be prepared to share your brief article summary with the class.
 - a. These summaries should be *no longer than ½ page per article* and shorter if appropriate (single spaced, 12 pt font, Times New Roman and 1 inch margins). These are a bit longer than the abstracts for most articles. You may include evaluative comments, but this is not meant to be a thorough critique of the articles.
 - b. These are due to be turned into the dropbox in **CANVAS by 10:00 a.m.** on the day we discuss the articles. This submission time will allow Dr. Zanin to include comments/question within our in-class discussion.
 - c. Each article summary can cover any of the following: theories (if any) and theoretical foundations, rationales/arguments given for conducting the study, research questions/hypotheses, the methods used, main/major findings, strengths, and weaknesses.
 - d. Make sure to include at least one question you still have about the article/topic/method
3. **Short Writes:** Twice during the semester, there will be an essay to write to demonstrate your ability to synthesize some of the materials you have read. These may include a variety of writing activities including applying course information to case studies, personal experiences, and so forth. These may be in-class or take home, depending on how the class develops. They are open note and open book, but these will be timed activities so that you will not have much time to examine your notes.
4. **Research Proposal:** Choose a topic that is at the intersection of health and organizational communication and is of interest to you. It does not have to be a topic that is on the syllabus. You will need to narrow the topic considerably. For example, "workplace health promotion" is

too broad, but might be your starting point. Make sure that the topic includes some aspect of health and organizing as well as communication. (It is easy to get on a tangent).

Review as much relevant literature on the topic as possible. Your course readings and texts should be good leads for articles to read. Many of these readings may be from areas such as sociology, psychology, management, etc. Try to find the communication focus in these regardless of which field published it.

Once you have reviewed enough of the literature, you should have a sense of what has been studied and what could be studied. Develop some research questions or hypotheses to explore an area that has not adequately been explored or needs to be reconsidered. Keep this relatively simple; do not try to cover everything.

Develop a research method for answering your questions/hypotheses. Consider qualitative, quantitative, critical, or rhetorical methods; consider surveys, experiments, observations, interviewing, or some combination. Make sure that you have also considered your paradigmatic orientation (i.e., interpretive, critical, post-positive) as you develop these questions/hypotheses. You may or may not want to use a method similar to that used in the articles you read. The method you propose should be described in as much detail as you are capable of providing. This will vary from student to student. See Dr. Zanin for help if this part troubles you.

Deadlines: To assist you in making progress and improve the quality of the final project, parts of the project are due throughout the semester. These will all be submitted through CANVAS.

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|---|-----------------|
| a. A topic rationale (1-2 pages) | Due February 27 |
| b. Rationale and statements of RQ or Hypotheses (1-2 pages) | Due March 26 |
| c. Final project | Due May 7 |

Final Paper: This submission should be an article length proposal (12-20 pages of text excluding title page and references) including the following:

- A revised introduction/rationale for the study (1-2 pages)
- A review of the relevant literature (7-10 pages)
- A revised rationale and statement of research questions/hypotheses (1-2 pages)
- Proposed methodology including proposed survey instrument or interview questions, depending on methodology (2-3 pages)

Week 1 | January 16th**INTRODUCTION AND OVERVIEW OF THE COURSE**

- Kreps, G. L. (2015). Health communication inquiry and health promotion: A state of the art review. *Journal of Nature and Science*, 1, 1-12.
- Lammers, J. C., Barbour, J. B., & Duggan, A. P. (2003). Organizational forms of the provision of health care: An institutional perspective. In T. L. Thompson, A. M. Dorsey, K. I. Miller & R. Parrott (Eds.), *Handbook of health communication* (pp. 319-345). Mahwah, NJ: Erlbaum.
- Zoller, H.M. (2010). What are health organizations? Public health and organizational communication. *Management Communication Quarterly*, 24, 482-490. doi: 10.1177/0893318910370273

Week 2 | January 23rd**META-THEORETICAL FOUNDATIONS**

- Babrow, A. S., & Mattson, M. (2011). Building health communication theories in the 21st century. In T. Thompson, R. Parrott, & J. Nussbaum (Eds.), *The Routledge handbook of health communication* (pp. 18-35). New York, NY: Routledge.
- Craig, R. T. (1999). Communication theory as a field. *Communication Theory*, 9, 119-160.
- Dutta, M. J., & Zoller, H. M. (2008). Theoretical foundations: Interpretive, critical, and cultural approaches to health communication. In H. Zoller & M. Dutta (Eds.), *Emerging perspectives health communication: Meaning, culture, and power* (pp. 1-27). New York, NY: Routledge.
- Real, K. (2010). Health-related organizational communication: A general platform for interdisciplinary research. *Management Communication Quarterly*, 24(3), 457-464.

Week 3 | January 30th**ECOLOGICAL MODELS OF HEALTH COMMUNICATION**

- Dutta, M. J. (2008). *Communicating health: A culture-centered approach* (CH 2, pp. 44-67). Malden, MA: Polity Press.
- Olufowote, J. O. (2008). A structural analysis of informed consent to treatment: Societal evolution, contradiction, and reproductions in medical practice. *Health Communication*, 23, 292-303. doi:10.1080/10410230802056404
- Street, R.L. (2003). Communication in medical encounters: An ecological perspective. In T. L. Thompson, A. Dorsey, R. Parrott & K. I. Miller (Eds.), *Handbook of health communication*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Ford, L.A., Crabtree, R.D., & Hubbell, A. (2009). Crossing borders in health communication research: Toward an ecological understanding of context, complexity, and consequences in community based health education in the U.S.-Mexico borderlands. *Health Communication*, 24, 608-618. doi:10.1080/10410230903242218

Week 4 | February 6th**PHYSICIAN/PROFESSIONAL IDENTITY**

- Bisel, R. S., Zanin, A., Rozzell, B., Baird, E., & Rygaard, J. (2016). Identity work in a prestigious occupation: Academic physicians' local social constructions of distributive justice. *Western Journal of Communication*
- Norander, S., Mazer, J.P., & Bates, B.R. (2011). "D.O. or Die": Identity negotiation among osteopathic medical students *Health Communication*, 26, 59-70. doi: 10.1080/10410236.2011.527622
- Real, K., Bramson, R., & Poole, M.S. (2009). The symbolic and material nature of physician identity: Implications for physician-patient communication. *Health Communication*, 24, 575-587. doi:10.1080/10410230903242184

Your choice article—either involving Ecological Models or Healthcare Worker Identity

Week 5 | February 13th**HEALTH COMMUNICATION & EMOTIONAL LABOR**

- Hafferty, F.W. (1988). Cadaver stories and the emotional socialization of medical students. *Journal of Health and Social Behavior*, 29, 344-356.

- Thornton, L.A., & Novak, D.R. (2010). Storying the temporal nature of emotion work among volunteers: Bearing witness to the lived traumas of others. *Health Communication, 25*, 437-448. doi: 10.1080/10410236.2010.483340
- Miller, K.I. (2007). Compassionate communication in the workplace: exploring processes of noticing, connecting, and responding. *Journal of Applied Communication Research, 35*, 223-245. doi: 10.1080/0090988070143420
- Miller, K.I., Considine, J., & Garner, J. (2007). "Let me tell you about my job": Exploring the terrain of emotion in the workplace. *Management Communication Quarterly, 20*, 231-260. doi:10.1177/0893318906293589

Week 6 | February 20th

STRESS, BURNOUT, & SOCIAL SUPPORT

- Passalacqua, S. A., & Segrin, C. (2012). The effect of resident physician stress, burnout, and empathy on patient-centered communication during the long-call shift. *Health Communication, 27*, 449-456. doi:10.1080/10410236.2011.606527
- Ray, E. B., & Apker, J. (2011). Stress, burnout, and supportive communication. In T. Thompson, R. Parrott, & J. Nussbaum (Eds.), *The Routledge handbook of health communication*, (2nd ed., pp. 428-440). New York, NY: Routledge.
- Wright, K.B., Banas, J.A., Bessarabova, E., & Bernard, D. (2010). A communication competence approach to examining health care, social support, and job burnout. *Health Communication, 25*, 375-382. doi: 10.1080/10410231003775206 HO

Your choice article—either involving Emotional Labor, Stress, Burnout and/or Social Support in Health Orgs.

Week 7 | February 27th

HEALTHCARE WORKERS & DECISION-MAKING

- Apker, J., Mallak, L. A., & Gibson, S. C. (2007). Communicating in the "gray zone": Perceptions about emergency physician-hospitalist handoffs and patient safety. *Academic Emergency Medicine, 14*, 884-894. doi:10.1197/j.aem.2007.06.037
- Cooren, F., Brummans, B. H. J. M., & Charrieras, D. (2008). The coproduction of organizational presence: A study of Medecins Sans Frontieres in action. *Human Relations, 61*, 1339-1370. doi:10.1177/0018726708095707
- Eisenberg, E. M., Murphy, A. G., Sutcliffe, K., Wears, R., Schenkel, S., Perry, S., & Vanderhoef, M. (2005). Communication in emergency medicine: Implications for patient safety. *Communication Monographs, 72*, 390-413. doi: 10.1080/03637750500322602
- McAllum, K. (2019). Delegation-based and directive mentoring relationships in high reliability organizations: Negotiating the reliability-resilience tension in ambulance work. *Communication Monographs, 1-23*.

Week 8 | March 5th

HEALTH COMM. & ETHICAL ORGANIZING

- Bates, B. R., & Harris, T. M. (2004). The Tuskegee study of untreated syphilis and public perceptions of biomedical research: A focus group study. *Journal of the National Medical Association, 96*, 1051-1064.
- Bisel, R. S., & Zanin A. (2016). Moral dissent in healthcare organizations. In E. A. Williams & T. Harrison (Eds.), *Organizations, Communication, and Health*. Routledge.
- Olufowote, J.O. (2011). A dialectical perspective on informed consent to treatment: An examination of radiologists' dilemmas and negotiations. *Qualitative Health Research, 21*, 839-852. doi: 10.1177/1049732311402097 S

Your choice article—either involving Health HRO's or Health Comm. Ethics

Week 9 | March, 12th

SPRING BREAK –No Class Meeting

Week 10 | March, 19th**HEALTH CARE TEAMS**

- Apker, J., Propp, K.M., & Ford, W.S.Z. (2005). Negotiating status and identity tensions in healthcare team interactions: An exploration of nurse role dialectics. *Journal of Applied Communication Research*, 33, 93-115. HO
- Ellingson, L.L. (2003). Interdisciplinary health care teamwork in the clinic backstage. *Journal of Applied Communication Research*, 31, 93-117. doi: 10.1080/0090988032000064579 HO
- Wittenberg-Lyles, E., Oliver, D.P., Kruse, R.L., Demiris, G., Gage, L.A., & Wagner, K. (2013). Family caregiver participation in hospice interdisciplinary team meetings: How does it affect the nature and content of communication. *Health Communication*, 28, 110-118. doi: 10.1080/10410236.2011.652935
- Zanin, A., Kamrath, J. K. & Corman, S. (2019). Agentic denial: How athletic teams sustain divergent structures during concussion events. *Small Group Research*.

Week 11 | March, 26th**PUBLIC HEALTH: WORKPLACE WELLNESS PROGRAMS**

- Dailey, S. L., & Zhu, Y. (2017). Communicating health at work: Organizational wellness programs as identity bridges. *Health Communication*, 32, 261-268. doi:10.1080/10410236.2015.1120698
- Farrell, A., & Geist-Martin, P. (2005). Communicating social health: Perceptions of wellness at work. *Management Communication Quarterly*, 18, 543-592. doi:10.1177/0893318904273691
- Zoller, H. M. (2003). Health on the line: Identity and disciplinary control in employee occupational health and safety discourse. *Journal of Applied Communication Research*, 31(2), 118-139.
- James, E. P., & Zoller, H. M. (2018). Resistance training: (Re)shaping extreme forms of workplace health promotion. *Management Communication Quarterly*, 32(1), 60-89.

Week 12 | April, 2nd**PUBLIC HEALTH: RISK AND CRISIS COMMUNICATION**

- Miller, A. N., Sellnow, T., Neuberger, L., Todd, A., Freihaut, R., Noyes, J., . . . Gamhewage, G. (2017). A systematic review of literature on effectiveness of training in emergency risk communication. *Journal of Health Communication*, 22, 612-629. doi:10.1080/10810730.2017.1338802
- Vanderford, M. L., Nastoff, T., Telfer, J. L., & Bonzo, S. E. (2007). Emergency communication challenges in response to Hurricane Katrina: Lessons from the Centers for Disease Control and Prevention. *Journal of Applied Communication Research*, 35, 9-25. doi: 10.1080/00909880601065649
- Waymer, D., & Heath, R. L. (2007). Emergent agents: The forgotten publics in crisis communication and issues management research. *Journal of Applied Communication Research*, 35, 88-108. doi:10.1080/00909880601065730

Your choice article—either involving Healthcare Teams, Workplace Wellness or Public Health Risk and Crisis Communication

Week 13 | April 9th**PUBLIC HEALTH: COMMUNITY-BASED ORGANIZATIONS: NGOs AND FBOs**

- Cooper, K. R., & Shumate, M. (2012). Interorganizational collaboration explored through the bona fide network perspective. *Management Communication Quarterly*, 26, 623-654. doi:10.1177/0893318912462014
- de Souza, R. (2009). Creating "communicative spaces": A case of NGO community organizing for HIV/AIDS prevention. *Health Communication*, 24, 692-702. doi: 10.1080/10410230903264006
- Payan, D. D., Florez, K. R., Bogart, L. M., Kanouse, D. E., Mata, M. A., Oden, C. W., & Derose, K. P. (2017). Promoting health from the pulpit: A process evaluation of HIV sermons to reduce HIV stigma and promote testing in African American and Latino churches. *Health Communication, advance online publication*, 1-10. doi:10.1080/10410236.2017.1384352

Zanin, A. & Piercy, C. (2018). The structuration of community-based mental healthcare: A duality analysis of a volunteer group's local agency. *Qualitative Health Research*

Week 14 | April 16th

BODY WORK

- Cohen, R. L., & Wolkowitz, C. (2018). The feminization of body work. *Gender, Work & Organization*, 25(1), 42-62.
- Courpasson, D., & Monties, V. (2017). "I am my body". Physical selves of police officers in a changing institution. *Journal of Management Studies*, 54(1), 32-57.
- Gimlin, D. (2007). What is 'body work'? A review of the literature. *Sociology Compass*, 1(1), 353-370.
- Zanin, A. (2018). Structuring bodywork: Control and agency in athlete injury discourse. *Journal of Applied Communication Research*.

Week 15 | April 23rd

HEALTH ACTIVISM

- Basu, A., & Dutta, M. J. (2009). Sex workers and HIV/AIDS: Analyzing participatory culture-centered health communication strategies. *Human Communication Research*, 35(1), 86-114.
- Wood, R., Hall, D. M., & Hasian, M. (2008). Globalization, social justice movements, and the human genome diversity debates: A case study in health activism. In H. M. Zoller & M. J. Dutta (Eds.), *Emerging perspectives in health communication: Meaning, culture, and power*. New York, NY: Routledge.
- Zoller, H. M. (2012). Communicating health: Political risk narratives in an environmental health campaign. *Journal of Applied Communication Research*, 40, 20-43. doi: <http://dx.doi.org/10.1080/00909882.2011.634816>

Your choice article—either involving Health Activism, Body Work, or Healthcare NGO's or FBO's

Week 16 | April 30th

WRITING WORKSHOP & ORAL PRESENTATION OF PAPERS

Finals Week | May 7th

SUBMIT FINAL PAPERS